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ABSTRACT

Intended for classroom teachers of all grade levels, this annotated bibliography includes a wide range of theoretical and practical sources in the field of writing education. The bibliography is divided by topic into 27 sections, each of which is introduced by brief questions that suggest more specifically the kinds of research represented in that section or by a summary statements. Among topics covered are: (1) the writing process; (2) writing pedagogy; (3) writing curriculum; (4) writing across the disciplines; (5) writing for publication; (6) writing projects; (7) conducting classroom-based research; and (8) effecting institutional change. A final section refers readers to other bibliographies on writing. Each listing contains bibliographic information along with one to three summary and (in some cases) evaluative annotations. (ARH)

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AN ANNOTATED BIBLIOGRAPHY

Samuel D. Watson, Jr.
University of North Carolina-Charlotte

Fall, 1987

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WRITING TEACHERS' RESOURCES FOR AN ANNOTATED BIBLIOGRAPHY

HEADNOTE

Our understanding of writing is founded in our own direct experience of writing, as persons who do some of it ourselves and who guide the writing of others. That has been true since the ancient Greeks began to study speaking and writing; it always will remain true.

We extend our understandings of writing through our conversations, whether they are written or oral. Twenty years ago conversations about writing were fragmentary at best. They are on-going now, across summers and in-service programs of Writing Project sites, across sites and states, in the activities of the Southeastern Educational Improvement Laboratory, in the new partnership between the National Writing Project and the Center for the Study of Writing, in the joint QUARTERLY of NWP and CSW, in such kindred programs as Bread Loaf, and in the print of numerous professional journals and books. To promote our active participation in these extended professional conversations, both oral and in print -- that is the most important purpose this bibliography can serve.

Fifteen years ago when the Writing Project movement began, in academic circles almost no one studied writing. For those who did want to study it, there almost seemed nothing to study. That has changed remarkably. Now, there are more research studies, professional articles, books on writing theory and still more on writing pedagogy than any one person can possibly read. As teachers (and writers) who want to be informed, we can welcome the ever-increasing amounts, depth, and sophistication of materials available to us now. In the new field of writing, these are bountiful times.

But bounty comes at a price. Unless we take care to trust and articulate our own experience as teachers and writers, the price for us could be our own silence. It is possible to feel simply OVERWHELMED by material, to be struck dumb by the sheer volume of printed expertise.

Thus it is worth reminding ourselves that we extend our understandings through our conversations. In conversation, whether oral or in writing, we bring convictions and intimations from our own experience to bear on issues that interest us and others. We begin to learn, in considerable part, by beginning to hear our own voices as we converse with others. We continue to learn by continuing to speak.

Our language is an extension of ourselves, an essential means of our learning. What we can see depends, in part, on the language with which we look, and our learning becomes more sensitive as our language does. Our language and our learning are bound intimately with each other; they unfold together.

"Literacy" thus becomes far more than some "basics" of language, to be mastered early and used forever, without reflection and without change. To become "literate" in some area is to become "conversant" within it, and to be "conversant" means to speak, continuing to draw on our own experience as we gradually enfold experiences of others. I trust that this bibliography will contribute to our growing professional literacy -- to the conversations we need to continue, to the understandings we need to own.

ABOUT THIS BIBLIOGRAPHY

I have tried to define sections that are responsive to the increasingly varied needs and interests of classroom teachers, particularly Writing Project Teacher-Consultants. The brief umbrella statements or sets of questions that open each section are invitations to our own thinking and professional contributions; none of the questions are "definitively answered" in the sources cited! The definitions of various sections (and the decisions about which items belong in which sections) are inescapably arbitrary; in the field of writing everything eventually connects with everything else -- as in our increasingly rich conversation.

Sections include sources that are "practical" and ones that are "theoretical." This mix is deliberate; in the field of writing, our "theory" and our "practice" simply belong together. So do our lessons from writers at different ages; categories by "grade levels" would limit our access to colleagues' insights from across the educational spectrum. The sections are formatted so that any of them can easily be reproduced, as I hope they will be.

Many of the resources listed here are ones that teachers have mentioned as especially useful to them. Throughout, I have tried to include items that can be found in professional libraries, that are interesting to read, and that may help us deepen our understandings as writers and teachers. I have drawn heavily from the following fine journals of the National Council of Teachers of English:

CCC:	College Composition and Communication
CE:	College English
EEd:	English Education
EJ:	English Journal
LA:	Language Arts
RTE:	Research in the Teaching of English

I have included no items from the excellent NWP/CSW QUARTERLY, because of the overlap of its dissemination with that of this bibliography. The QUARTERLY is available from the National Writing Project, School of Education, University of California, Berkeley, CA 94720.

ACKNOWLEDGMENTS

Like the earlier versions (1980, 1982), disseminated through the National Writing Project network, in many ways this bibliography results from the kinds of professional conversations it seeks to foster. I am grateful for the suggestions and listings that Writing Project Directors and others have sent.

Special thanks to Joe Check (Boston Writing Project), whose thoughtful letter was a special help, as well as to Joan Gilson (Kansas City Writing Project) and Jane Flynn (Gateway Writing Project) for recent, annotated listings from which I have drawn. Also, Linda Green and Catherine Nathan (Caprock Writing Project), last summer compiled a superb 26-page, annotated bibliography modeled on my 1982 one. A few of the entries here are theirs. (Their full bibliography is available for the cost of reproduction and mailing: Caprock Writing Project, College of Education, Box 4560, Texas Tech University, Lubbock, 79409.)

Finally, I want to thank the Southeastern Educational Improvement Laboratory (SEIL), which has underwritten the work for this bibliography. SEIL's collaboration with Writing Projects illustrates another kind of conversation -- one between organizations and agencies -- that is essential to the professional growth of teachers and the educational quality of schools.

As you and others use this resource, I hope you will pass along your reactions and suggestions. Those responses will be part of our continuing professional conversation, and they will strengthen subsequent versions of this resource.

Sam Watson, UNCC Writing Project, 226 Garinger, UNCC, Charlotte, N. C. 28223.

1. WRITING PURPOSES AND WRITTEN PRODUCTS

How are persons using language, in what situations (or contexts), for what purposes? Language in use is the guiding concern of rhetoric, the ancient (and newly rediscovered) discipline which comprehends studies of writing. Rhetoric raises both descriptive and instructional questions: it asks how language is being used to form judgments, guide actions, and articulate values, and it schools students in invention of substantial materials and in arrangements and styles appropriate to various purposes and situations. Historically, rhetoric has made great strides when it has walked on the two feet of "practice" and "theory." It has hobbled when it has tried to walk on only one of them.

Booth, Wayne C. "The Rhetorical Stance." CCC (Oct. 63). Argues that effective writing is rhetorical, attending to audience and implied character of the speaker as well as to the subject matter.

Conners, Robert J. and Lisa S. Ede, Andrea A. Lunsford, eds. Essays on Classical Rhetoric and Modern Discourse Southern Illinois UP, 1984. Pages: 291. Essays reflect on the current revival of rhetorical studies and articulate significance that classical theory has for teaching writing today.

Flower, Linda and John R. Hayes. "A Cognitive Process Theory of Writing." CCC 32 (Dec. 81). Pages: 365-387. Presents the authors' influential theory, based on their analysis of composing protocols, of ways that experienced and inexperienced writers define and attack the rhetorical problems inherent in writing.

Kinneavy, James. A Theory of Discourse Norton, 1981. Pages: 478. A scholarly, original discussion of types of discourse having various aims -- referential, persuasive, literary, expressive -- including the nature, logic, organization, and style of each. A massively informed and influential book, drawing on ranges of theory that usually fall outside the bounds of the discipline of English -- though they are increasingly influential in composition studies.

Moffett, James. "I, You, It." CCC (May 65). A classic article setting forth Moffett's theory of discourse, which is based on the points of the rhetorical triangle and the varying relationships among them.

Murphy, James J., ed. The Rhetorical Tradition and Modern Writing MLA, 1982. Pages: 149. Essays on the history of rhetorical studies and the importance of that history to understanding the current teaching of writing.

2. ORIENTATION TO WRITING PROCESSES AND PEDAGOGICAL STRATEGIES

These are "overviews" -- resources that give general orientation to writing processes that are effective and to classroom strategies which foster them.

Brown, Betsy. "Reflections on Recent Research in Composition." EJ 72/5 (Sept. 83). Pages: 51-54. Identifies and describes guiding assumptions about writing and reading.

Gray, James and Miles Myers, eds. Theory and Practice in the Teaching of Composition: Processing , Distancing, and Modeling NCTE, 1983. Pages: 256. A collection of essays, many of them seminal ones, illustrating ways that teaching practices are reflecting and informing research findings. The opening essay (Miles Myers) is an especially useful overview of current approaches to teaching and research.

Hairston, Maxine. "The Winds of Change: Thomas Kuhn and the Revolution in the Teaching of Writing." CCC 33 (1982). Pages: 76-88. Valuable overview of central assumptions and directions in the emerging "new paradigm" of writing instruction and understanding.

Haynes, Elizabeth F. "Using Research in Preparing to Teach Writing." EJ (Jan 78). Pages: 82-88. Almost ten years later, still an accurate, clear distillation of major research findings and their implications for pedagogical strategies.

Lindemann, Erika. A Rhetoric for Writing Teachers Oxford UP, 1982. Theory-based discussion of teaching composition to high school and college students.

Perl, Sondra. "The Composing Processes of Unskilled College Writers." RTE 13 (Dec. 79). Pages: 317-336. A research study which finds that basic writers engage in highly elaborate composing processes, although they often defeat their own efforts by premature and incomplete efforts to edit their work for correctness. Gives a graphic mode of representing writing behaviors which can be used in other studies.

Pritchard, Ruie Jane. Writing as Discovery: The Process Approach NCTE, 1986 (videotape and manual). Illustrates phases of writing processes.

Strong, William. "An I-Search on Language/ Composition Research." EJ 75/5 (Sept. 86). Pages: 27-33. A personal reflection of professional growth over 20 years, in which the author chronicles the works that have been especially important to him, and why.

3. WRITING IN THE CONTEXTS OF LITERACY

How do persons' home, school, and social cultures influence their learning of literacy? What are the early relationships between reading and writing? What political factors come into play, as traditionally powerless peoples begin to develop literacy?

Agee, Jane M. "The Realities of College Composition Courses." EJ 66 (Nov. 77). Pages: 58-65. Briefly places the college composition course in its political and economic contexts.

Applebee, Arthur N. and others. Contexts for Learning to Write: Studies of Secondary School Instruction Ablex, 1984. Pages: 224. This research team examined frequently used textbooks in a variety of subjects as well as the writing processes of representative students. They found that virtually all assigned writing was either very limited (e.g. filling in blanks) or designed to test prior knowledge. Their findings "require a reassessment of the reasons for asking students to write at all."

Bissex, Glenda. Gnys at Wrk: A Child Learns to Write and Read Harvard UP, 1980. An influential case study of the author's son, ages 5-11.

Clay, Marie. What Did I Write? Heinemann, 1975. Studies the interplay between reading and writing in a young child.

Cleary , Beverly. Dear Mr. Henshaw Wm. Morrow, 1983. This Newberry Award-winning novel follows a boy as he grows and develops skill in writing and in personal relationships through use of a Journal. Teachers will understand it; kids will love it.

Delpit, Lisa D. "Skills and Other Dilemmas of a Progressive Black Educator." Harvard Educational Review 56/4 (Nov. 86). Pages: 379-385. Raises searching questions on the relations between process and skills approaches to literacy education.

Dyson, Anne Haas. "Reading, Writing, and Language: Young Children Solving the Written Language Puzzle." LA 59/8 (Nov./Dec. 82). Pages: 829-839. Young children learn language by problem-solving in search for meaning, not in a series of lock-step drills.

Freedman, Aviva and Ian Pringle. "Writing in the College Years: Some Indices of Growth." CCC 31 (Oct. 80). Pages: 311-324. A longitudinal study of the nature of writing development during college.

Friere, Paulo and Ira Shor. A Pedagogy for Liberation: Dialogues on Transforming Education Bergin & Garvey, 1987. Pages: 203. Literally a series of dialogues between its two authors, both enacting and articulating a genuinely dialogic approach for educational liberation.

Friere, Paulo. "Reading the World and Reading the Word." LA 62/1 (Jan 85). Pages: 15-21. This interview with Friere provides a good introduction to his thought.

Gere, Ann Ruggles. "Writing Well Is the Best Revenge." CCC 29 (Oct. 78). Pages: 256-260. Sees writing as a powerful way that disadvantaged people can shape their world.

Gere, Anne Ruggles. "Writing and WRITING." EJ 77 (Nov. 77). Pages: 60-64. Reports a survey of the amounts and kinds of writing required at the University of Washington and views the data from perspectives that Emig's and Britton's works offer.

Hall, Nigel. The Emergence of Literacy Heinemann, 1987. Pages: 110. Draws together current research on preschoolers' knowledge of literacy and shows ways to create class environments that build on what children already know.

Heath, Shirley Brice. "What No Bedtime Story Means: Narrative Skills at Home and School." Language in Society 11/2. Pages: 49-76. Traces ways that children's non-school experience with stories influences their subsequent school performance.

Heath, Shirley Brice. Ways with Words: Language, Life, and Work in Communities and Classrooms Cambridge UP, 1983. Pages: 421. Classic report of a ten-year ethnographic study of language and literacy in two communities in the Carolina piedmont area. Essential and delightful reading for anyone concerned with ways that a child's home culture bears on school performance and for anyone considering doing ethnographic research.

Heath, Shirley Brice. "The Functions and Uses of Literacy." Journal of Communications 30 (Winter, 80). Pages: 123-133. An ethnographic study of school and non-school factors that affect reading and writing.

Klein, Marvin. The Development of Writing in Children: Pre-K through Grade 8 Prentice-Hall, 1985. Synthesizes language research and addresses issues of school curricula -- content, activities, sequence, evaluation.

Kozol, Jonathan. Illiterate America Doubleday, 1985. Brings Paulo Friere's contributions to bear on issues of literacy education in this country.

Lanham, Richard. Style: An Anti-Textbook Yale UP, 1974. A witty, provocative critique of textbooks' emphasis on the plain style and the cultural reasons for that emphasis.

Lewis, C. S. The Abolition of Man Macmillan, 1947. The impetus for this look at man's current cultural condition was a school-level composition text and the harm that Lewis was convinced it would do to anyone who took it seriously.

McCracken, Timothy E. and W. Allen Ashby. "The Widow's Walk: An Alternative for English 101 - Creative Communication." CE 36 (Jan 75). Pages: 555-570. A narrative about college students who have been schooled to believe that their languages should be kept separate from their lives.

McLeod, Alex. "Critical Literacy: Taking Control of Our Own Lives." LA 63/1 (Jan. 86). Pages: 37-50. Describes the work of disadvantaged British adolescents, as they come to use language for their own purposes.

Odell, Lee and Dixie Goswami. "Writing in a Non-Academic Setting." RTE 16/3 (Oct. 82). Pages: 201-223. Case studies of on-the-job writing. Valuable for the kinds of rhetorical knowledge it shows these writers to have, the processes it shows them using, and for the methods of study, which could be adapted for use in classroom research.

Ohmann, Richard. English in America: A Radical View of the Profession Oxford UP, 1975. A provocative analysis of university English departments, arguing that the political ends that they serve undermine concerns for literacy.

Pinnell, Gay S., ed. Discovering Language with Children NCTE, 1980. Original essays, focused on language acquisition and educational environments that foster language development.

Rose, Mike. "The Language of Exclusion: Writing Instruction at the University." CE 47/4 (April 85). Pages: 341-359. Examination of the assumptions that keep writing instruction relegated to ineffectual "step-child" status.

Sagar, Carol. "Improving the Quality of Written Composition in the Middle Grades." LA 54 (Oct. 77). Pages: 760-762. Surveys professional opinion, identifying the broad factors thought to be especially important in developing writing abilities at the middle grade levels.

Smith, Frank. Insult to Intelligence Arbor House, 1986. A critique of American schooling, from a leading theorist of reading and writing.

4. WRITING DEVELOPMENT AND HUMAN DEVELOPMENT

How do a person's writing abilities develop over time? What various kinds of writing, done when, seem to foster what kinds of development?

Britton, James. Development of Writing Abilities (11-18) NCTE, 1975. Defines kinds of writing based on function, with "participant" and "spectator" functions evolving developmentally from expressive discourse. Reports the relative emphasis given various kinds of writing in British schools. Crucial insights, for theory and for understanding the implications of common school practices.

Britton, James. Language and Learning Boynton/Cook, 1970. Pages: 304. With rich illustrations and perceptive commentary, traces language development and personal growth, as well as school activities, from birth to adulthood.

DeFord, Diane and Jerome Harste. "Child Language Research and the Curriculum." LA 59 (Sept. 82). Pages: 590-600. Written language can be learned in natural contexts rather than as isolated skills.

Dyer, Daniel. "When Kids Are Free to Write." EJ 65 (May 76). Pages: 34-41. Reports the author's strategy of setting aside one day each week in his 7th grade classroom for undirected writing and characterizes, by subject and mode, the kinds of writing that students did.

Moffett, James. Teaching the Universe of Discourse Boynton/Cook 1983. Moffett's classic presentation of his theory of discourse and curriculum, based on language development and urging that "English" is a symbol system meant to work in the world at large.

Progoff, Ira. At a Journal Workshop Dialogue House, 1975. Gives rationale and directions for the structured Intensive Journal that Progoff has developed as a means for people to tap the creative potentials of their unfolding lives.

Rainer, Tristine. The New Diary: How to Use a Journal for Self-Guidance and Expanded Creativity Houghton Mifflin, 1978. Gives reflections and concrete suggestions on using a diary for self-discovery.

Sternburg, Janet, ed. The Writer on Her Work Norton, 1980. Contemporary authors reflect on their writing processes and their motives for writing.

5. COMPOSING PROCESSES

How do persons actually go about writing? How do their processes change, as they become more sophisticated and as the purposes of their writing change?

Bereiter, Carl and Marlene Scardamalia. The Psychology of Written Composition Erlbaum, 1987. Pages: 389. A major contribution, remarkably readable, that reports ten years experimental research on the composing processes of novice and experienced writers.

Emig, Janet. The Composing Processes of Twelfth Graders NCTE, 1971. In this classic study, which continues to influence research in writing processes, Emig reviews commentaries by professional writers on their composing processes and reports her case studies of students' writing processes.

Hairston, Maxine. "Different Products, Different Processes: A Theory about Writing." CCC 37/4 (Dec. 86). Pages: 442-452. Distinguishes three sorts of writing -- routine, self-limited and reflective -- and points out that the processes (and teacher responses) need to be different for each.

Murray, Donald. "Teaching the Other Self." CCC 33/2 (May 82). Pages: 140-147. Argues that the act of composing is like a conversation between two persons; offers guidelines for developing students' sense of the "other self."

Perl, Sondra. "Understanding Composing." CCC 31 (Dec. 80). Pages: 363-379. Emphasizes the recursive nature of writing processes.

Pianko, Sharon. "Reflection: A Critical Component of the Composing Process." CCC 30 (1979). Pages: 275-284. Remedial writers pause to rehearse at the word or sentence level, while better writers rehearse in the context of a holistic plan for the entire piece.

Rose, Mike, ed. When a Writer Can't Write: Studies in Writer's Block and Other Composing-process Problems Guilford, 1985. Pages: 272. Working from a variety of contexts and methods, leading scholars study writing dysfunctions.

Waldrep, Tom, ed. Writers on Writing Random House, 1985. Pages: 350. Thirty scholars in rhetoric and composition studies pause to reflect and record how they actually find themselves going about the act of writing.

6. PREWRITING AND HEURISTICS

How can strategies for effective thinking and strategies for effective writing strengthen each other?

Activities to Promote Critical Thinking NCTE, 1986. Pages: 158. In short essays, teachers describe ways to teach literature and composition that involve students in critical thinking.

Coe, Richard M. "If Not to Narrow, Then How to Focus." CCC 32 (Oct. 81). Pages: 272-277. Suggests ways to focus writing in terms of significant problems.

Hillocks, George, Jr. "Inquiry and the Composing Process: Theory and Research." CE 44/7 (Nov. 82). Pages: 659-673. Advocates teaching specific strategies of inquiry that underlie particular writing tasks.

Holloway, Dale W. "Semantic Grammars: How They Can Help Us Teach Writing." CCC 32 (May 81). Pages: 205-218. Suggests ways that (for instance) case grammars may be important to invention.

Horton, Susan R. Thinking Through Writing Johns Hopkins UP, 1982. Pages: 217. This text, intended for college-level classes, helps student writing becomes a means to student thinking. It is a text students enjoy and benefit from.

Larson, Richard. "Discovery Through Questioning: A Plan for Teaching Rhetorical Invention." CE 30 (1968). Pages: 126-134. Places contemporary concerns for invention in the context of classical rhetoric and offers lists of questions to provoke more substantial ideas and concepts.

Mandel, Barrett. "The Writer Writing Is Not at Home." CCC 31 (Dec. 80). Pages: 370-377. Stresses that writing is less the result of conscious thought than it is an act of fresh thinking.

Paul, Michael. "Invention: Understanding the Relationship between Sensation, Perception, and Concept Formation." CCC 25 (May 74). Pages: 205-209. Activities encouraging students to form richer conceptualizations.

Rohman, D. Gordon. "My Friend Henry." CCC 23 (Dec. 72). Pages: 373-377. Suggests Thoreau's thought as a theoretical basis for a process orientation to writing.

Vaughn, Joseph L. and others. "Developing Conceptual Awareness." LA 52 (Nov. 75). Pages: 1141-1144, 1153. Offers strategies to help students who can retain and summarize but who have difficulty conceptualizing.

Winterowd, W. Ross. "Topics and Levels in the Composing Process." CE 34 (Feb. 73). Pages: 701-709. Outlines criteria by which to classify and evaluate topical systems of invention.

Young, Richard E., Alton Becker and Kenneth Pike. Rhetoric: Discovery and Change Harcourt, Brace, 1970. An immensely influential text, which helped restitute invention, inquiry, to a central place in school rhetoric. Includes richly stimulating reflections by seminal researchers on their processes of inquiry.

7. ARRANGEMENT AND ARGUMENT

What makes for coherence in a piece of writing? In what ways is the "shape" of a piece responsive to its purpose and to its audience's needs and interests?

Braddock, Richard. "The Frequency and Placement of Topic Sentences in Expository Prose." RTE 8 (Winter 74). Pages: 287-302. From examining a wide range of published essays, calls into question the traditional textbook advice concerning topic sentences.

Chambers, Joanne and Doris Quick. "Cutting Up in Class." EJ 71/5 Ed. Sept. 82. Pages: 30-31. Students learn effective arrangement by cutting up and rearranging sentences from their own freewritings.

D'Angelo, Frank. Process and Thought in Composition Little, Brown, 1985. A rhetoric text for AP and college levels, gives informed, practical guidance in invention, arrangement, and style.

Fahnestock, J. and M. Secor. "Teaching Argument: A Theory of Types." CCC 34 (Feb. 83). Pages: 20-30. Describes and evaluates three basic approaches to teaching argumentative essays.

Fort, Keith. "Form, Authority, and the Critical Essay." CE 32 (March 71). Suggests ways that the very form of the "critical essay," so often assigned in high school and college, may constrain its content and frustrate its writer's attempts to experience directly and to write purposefully.

"Teaching Organization in Writing." EJ 75/5 (Sept. 86). Pages: 61-70. From the journal's readers, brief, practical strategies.

Winterowd, W. Ross. "The Grammar of Coherence." CE 31 (May 70). Pages: 828-835. Drawing from modern grammar theory and illustrating from Shakespeare's sonnets, suggests a finite set of relationships that establish coherence between statements.

Zeiger, William. "The Exploratory Essay: Enfranchising the Spirit of Inquiry in the Classroom." CE 47/5 (Sept. 85). Pages: 454-466. Reawakens the relations between "the familiar essay," its roots -- "to try, experiment," and current interests in active inquiry as a dimension of writing.

8. REVISION PROCESSES

How and why do persons revise their drafts? How can revision be taught in a school setting?

Beach, Richard. "The Effects of Between-draft Teacher Evaluation Versus Student Self-evaluation on High School Students' Revising of Rough Drafts." RTE 13 (May 79). Pages: 111-119. This research study finds that where teacher comments are given on a rough draft rather than on a final draft, students do more extensive and purposeful revision between drafts.

Beach, Richard. "Self-evaluation Strategies of Extensive Revisers and Non-revisers." CCC 27 (May 76). Pages: 160-164. Studies students' reflections on their own revising strategies. Suggests that non-revisers tend mechanically to follow textbook checklists on form and mechanics.

Cantano, James V. "Computer-based Writing: Navigating the Fluid Text." CCC 36/3 (Oct. 85). Pages: 309-316. Identifies programs that encourage dialogue among students while they are engaged in composing.

Daiute, Collette. "Physical and Cognitive Factors in Revising: Insights from Studies with Computers." RTE 20/2 (May 86). Pages: 141-159. For junior high students, word processing programs lead to improved revision only when combined with cognitive aids (such as programs that prompt global revisions) that draw students into reading and raising questions about their own texts.

Flanigan, Michael and Diane S. Menendez. "Perception and Change: Teaching Revision." CE 42 (Nov. 80). Pages: 256-266. Describes "structured revision activities" to be used at various stages in a text's development.

Flower, Linda. "Writer-Based Prose: A Cognitive Basis for Problems in Writing." CE (Sept. 79). Pages: 19-37. In early drafts, many writers need to be unconcerned with the needs of eventual readers. Concern for audience thus becomes an important consideration in revision.

Flower, Linda and John R. Hayes, Linda Carey, Karen Schriver. James Stratman. "Detection, Diagnosis, and the Strategies of Revision." CCC 37/1 (Feb. 86). Pages: 16-55. From a cognitive process perspective, constructs a theory of revision and uses it heuristically, to pose questions for further research.

Freedman, Sarah W., ed. Acquisition of Written Language: Response and Revision Ablex, 1985. Research on how students revise in a social context, in light of responses to their writing from peers, teacher conferences, and computers.

Graner, Michael H. "Revision Workshops: An Alternative to Peer Editing Groups." EJ 76/3 (March 87). Pages: 40-45. Reports a successful experiment, using written checklists tailored to particular assignments.

Harris, Jeanette. "Student Writers and Word Processing: A Preliminary Evaluation." CCC 36/3 (Oct. 85). Pages: 323-330. Case studies of the revising practices of six college students.

Huff, Roland K. "Teaching Revision: A Model of the Drafting Process." CE 45/8 (Dec. 83). Pages: 800-816. Describes, and illustrates with student samples, three successive kinds of drafting - zero, problem-solving, and final; develops a heuristic for appropriately guiding revision processes.

Mohr, Marian M. Revision: The Rhythm of Meaning Boynton/Cook, 1984. Pages: 248. Ann. Bib. A classroom-based, comprehensive treatment of revision. Work and strategies of students (grades 9-13) are juxtaposed with those of professional writers. Includes strategies for constructing assignments and for classroom and time management.

Murray, Donald. "Teaching the Motivating Force of Revision." EJ 67 (Oct. 78). Pages: 56-59. Affirms that writers discover their meanings through internal and external revision, and illustrates the teaching practices this attitude encourages.

Odell, Lee and Joanne Cohick. "You Mean, Write It Over in Ink?" EJ 64 (Dec. 75). Pages: 48-53. Reports strategies used in a ninth-grade class to encourage revisions of substance in students' papers.

Schwartz, Mimi. "Rewriting or Recopying: What Are We Teaching?" LA 54 (Oct. 77). Pages: 756-759. Offers techniques the author has developed to promote interaction between teacher and students during rewriting.

Sommers, Nancy. "Revision Strategies of Student Writers and Experienced Adult Writers." CCC 31 (Dec. 80). Pages: 378-388. Finds that, for experienced writers, revision is global, recursive, and integral to the writing process.

Sudol, Ron, ed. Revising: New Essays for Teachers of Writing NCTE, 1982. Pages: 187. Ann. Bib. Essays on theoretical contexts, case studies, and classroom activities.

Tsujimoto, Joseph I. "Re-Visioning the Whole." EJ 73/5 (Sept. 84). Pages: 52-55. A number of suggestions to encourage students to revise in appropriately global contexts.

9. STYLE, SENTENCE COMBINING, AND GRAMMAR

What relationships are there, between grammar instruction and the development of writing abilities? How can we help students to develop effective style? To remove mechanical mistakes from their prose?

Christiansen, Francis. Notes Toward a New Rhetoric: Six Essays for Teachers Harper & Row, 1967. Means of analyzing and teaching the "cumulative sentence." The work was a precursor to sentence combining.

Cooper, Charles. "An Outline for Writing Sentence-combining Problems." EJ 62 (Jan. 73). Pages: 96-102, 108. Rationale for sentence combining and detailed suggestions for constructing sentence combining exercises appropriate to grades 4 and beyond.

Daiker, Donald and Andrew Kerek, Max Morenberg, eds. Sentence Combining: A Rhetorical Perspective Southern Illinois UP, 1985. Pages: 408. Selected papers from a national conference on sentence combining.

de Beaugrande, Robert. "Yes, Teaching Grammar Does Help." EJ 73/2 (Feb. 84). Pages: 66-69. Advocates a "learner's grammar," which makes use of what students already know of language.

Elley, W. B. "The Role of Grammar in a Secondary School English Curriculum." RTE 10 (Spring 76). Pages: 5-21. New Zealand research study, showing that formal instruction in grammar has "virtually no influence in the language growth of typical secondary school students."

Hake, R. L. and Joseph M. Williams. "Style and Its Consequences: Do as I Do, Not as I Say." CE 43 (1981). Pages: 433-451. Experiments showing confusion between the stylistic values teachers claim to approve and those that they reward.

Pooley, Robert C. Teaching English Usage NCTE, 1974. Challenges handbookish notions of "correctness," while giving specific recommendations for usage instruction at various grade levels.

Walvoord, Barbara F. Three Steps to Editing Your Writing Scott Foresman, 1987. A handbook that places grammar and editing thoroughly within a process orientation to writing.

Weathers, Winston. An Alternate Style: Options in Composition Boynton/Cook, 1980. Pages: 144. Weathers' "Grammar B" textbook helps students discover unfamiliar resources for language play and exploration.

Weaver, Constance. Grammar for Teachers: Perspectives and Definitions NCTE, 1979. Informed by recent grammatical theory, discusses grammar's role in reading and writing development.

10. RESPONSE AND ASSESSMENT

What various approaches are being used, for what purposes? What are their implications for educational policy and instructional practice?

Brown, Rexford. "National Assessment Findings in the Language Arts." EJ 72/3 (March 83). Pages: 106-109. Reports and reflects on NAEP findings.

Cooper, Charles, ed. The Nature and Measurement of Competency in English NCTE, 1981. Especially useful for administrators, these seven essays survey sensitive issues in mandated competency testing, including political and cultural implications.

Diederich, Paul. Measuring Growth in English NCTE, 1974. Intended for teachers who wish reliably to assess students' growth in writing ability. Clearly and briefly gives pertinent statistical measures. Introduces analytic scales and holistic evaluation (which Diederich developed for ETS). Important for those planning assessment programs.

Dilworth, Collett B. and Denny Wolfe and Robert W. Reising. "Language Structure and Thought in Written Composition: Certain Relationships." RTE 12 (May 78). Pages: 97-106. Studies the interrelationships of teacher assessment values, student syntactic maturity, and student cognition.

Griffin, C. W. "Theory of Responding to Student Writing: The State of the Art." CCC 33/3 (Oct. 82). Pages: 296-301. Useful survey of current thought and research.

Judy [also "Tchudi"], Stephen. "Writing for the Here and Now: An Approach to Assessing Student Writing." EJ 62 (Jan. 73). Pages: 69-79. Offers a number of strategies for assessing and responding to student writing in ways that also promote development of writing abilities.

Klaus, Carl and others. Composing Childhood Experience/Composing Adolescent Experience Harper & Row, 1982. These books give practical guidance on using the primary trait system of teaching and evaluating writing, in expressive, persuasive, and explanatory modes. Include sample papers and scoring guides.

Krupa, Gene. "Primary Trait in the Classroom." CCC 30 (May 79). Pages: 214-215. Reports a course in which primary trait scoring was used as an instructional strategy.

Land, Robert E., Jr. and Sandra Evans. "What Our Students Taught Us about Paper Marking." EJ 76/2 (Feb. 87). Pages: 113-116. Teachers survey their students about the helpfulness of various modes of teacher response.

Lynch, Denise. "Easing the Process: A Strategy for Evaluating Compositions." CCC 33/3 (Oct. 82). Pages: 310-314. Gives illustrative scoring guides, appropriate to various phases of writing processes.

Myers, Miles. A Procedure for Writing Assessment and Holistic Scoring NCTE, 1980. A clear, practical guide for school and district-wide evaluation programs.

Sommers, Nancy. "Responding to Student Writing." CCC 33 (May 82). Pages: 148-156. Chronicles ways that teacher comments can defeat writing improvement when the comments appropriate a student text or are otherwise insensitive to processes of writing. Suggests effective exercises for revising.

White, Edward M. "Holisticism." CCC 35/4 (Dec. 84). Pages: 400-409. Chronicles the development of holistic assessment, describes its attractions and limitations, and places it in a humanistic perspective: "Holisticism is the form that humanism takes when confronted with analytic reductionism."

White, Edward M. Teaching and Assessing Writing: Recent Advances in Understanding, Evaluation, and Improving Student Performance Jossey-Bass, 1986. Pages: 304. Presents scholarly but readable guides to holistic, primary trait, and analytic approaches to assessment, discusses the potentials and pitfalls of each, and offers sage advice to teachers and administrators. An invaluable source for reference and reading.

White, John O. "Students Learn by Doing Holistic Scoring." EJ 71/7 (Nov. 82). Pages: 50-51. Using scoring guides and rating each others' papers, students learn the qualities that a paper needs to have.

11. BASIC WRITING

The academic world presents inexperienced writers with what difficulties? How can we best help such writers to overcome them?

Enos, Theresa, ed. A Sourcebook for Basic Writing Teachers Random House, 1987. Pages: 691. Ann. Bib. Incredibly rich original essays treating sociolinguistic dimensions of literacy. This collection demonstrates what sophistication "basic writing" has developed in just a few years. It will interest anyone seriously concerned with writing instruction and literacy.

Journal of Basic Writing. (Instructional Resource Center, The City University of New York, 535 East 80th St., New York, NY 10021.) This semi-annual journal is one which all teachers of Basic Writers will want to know.

Kasden, Lawrence N. and Daniel R. Hoeber, eds. Basic Writing: Essays for Teachers, Researchers, Administrators NCTE, 1980. Ann. Bib. Essays examining the writing processes of basic writers, a variety of successful programs, evaluation of basic writers' work, training of their teachers, and research opportunities.

Labov, William. The Study of Nonstandard English NCTE, 1970. A clearly written analysis of nonstandard dialects, especially the language of the Black inner city. Compares Black nonstandard and standard English, and suggests how teachers can help children gain basic language competence.

Shaughnessy, Mina. Errors and Expectations: A Guide for the Teacher of Basic Writing Oxford UP, 1977. The pioneering work in Basic Writing. Based on analysis of errors in thousands of student papers, diagnoses the patterns of error that many Basic Writers have, discusses reasons for those errors, and offers informed strategies for dealing with them.

Shaughnessy, Mina. "Diving In: An Introduction to Basic Writing." CCC 17 (Oct. 76). Pages: 234-239. Sketches the kinds of sensitivity the teacher new to basic writing students especially needs.

12. COLLABORATIVE LEARNING

What roles can collaborative learning play in a writing classroom? What strategies help make collaboration effective? (See also especially sections 17 and 18.)

Bruffee, Kenneth. "Collaborative Learning and the Conversation of Mankind." CE 46/7 (Nov. 84). Pages: 635-652. Briefly treats the history of collaborative learning and develops the complex ideas undergirding it, including the key one that an individual's thought is internalized conversation.

Elbow, Peter. Writing Without Teachers Oxford UP, 1973. In this classic text, Elbow gives guidelines for forming mature writing groups, as well as accounts of his own composing processes that students find encouraging.

George, Diana. "Working with Peer Groups in the Composition Classroom." CCC 35/3 (Oct. 84). Pages: 320-326. Describes her use of tapes to monitor and respond to collaborative revision; describes typical group behaviors.

Hawkins, Thom. Group Inquiry Techniques for Teaching Writing NCTE, 1976. Offers a documented rationale for using groups in instruction generally and suggests ways to use groups effectively in writing instruction.

Steiner, Karen. "A Selected Bibliography of Individualized Approaches to College Composition." CCC 28 (Oct. 71). Annotates sources on establishing writing laboratories and other forms of individualized instruction.

13. INTERACTIONS OF WRITING/READING

How do acts of writing and reading mirror each other? In what ways can writing and reading be integrated effectively into unified instructional strategies?

Bartholomae, David and Anthony Petrosky. Facts, Artifacts, and Counter-facts: Theory and Method for a Reading and Writing Course Boynton/Cook, 1986. Pages: 226. Combines theory, research, and practice (including sequenced assignments and student samples) for a course that promotes adult literacy at the university level.

Birnbaum, June Cannell. "The Reading and Composing Behavior of Selected Fourth and Seventh-Grade Students." RTE 16/3 (Oct. 82). Pages: 241-260. Compares the behaviors of proficient and less proficient readers and writers.

Cooper, Jan and Rick Evans and Elizabeth Robertson. Teaching College Students to Read Analytically NCTE, 1985. Pages: 58. Ann. Bib. Case studies of work with three students, informed by current writing theory.

Dorsett, Lyle W. and Marjorie Lamp Mead, eds. C.S. Lewis: Letters to Children MacMillan, 1984. Pages: 120. Replies to letters that children wrote to Lewis, answering their questions about his novels, commenting on his writing processes, and thoughtfully responding to writing they had sent him.

Hanson, Jane and Thomas Newkirk and Donald Graves, eds. Breaking Ground: Teachers Relate Reading and Writing in the Elementary School Heinemann, 1985. Pages: 211. An exciting collection of classroom research studies.

Hennings, Dorothy G. "A Writing Approach to Reading Comprehension: Schema Theory in Action." LA 59 (Jan. 82). Pages: 8-17. Suggests writing activities to help students better comprehend structure in written materials and become more efficient readers.

Macrorie, Ken. Searching Writing Boynton/Cook, 1980. Explores the "I-Search," Macrorie's fresh (and refreshing) approach to the research paper. Students discover topics that genuinely interest them and write narratives of their searches that synthesize first-hand experience and reading.

Meyer, Bonnie J. F. "Reading Research and the Composition Teacher: The Importance of Plans." CCC 33 (Feb. 82). Pages: 37-49. Suggests ways that students' sensitivity to hierarchical plans can make them more efficient readers and more effective writers.

Moran, Charles. "Teaching Writing/Teaching Literature." CCC 32 (Feb. 81). Pages: 21-29. Uses short, in-class writing assignments to help students better understand a particular novelist's typical concerns and craft, before they read that novelist.

Newkirk, Thomas, ed. Only Connect: Uniting Reading and Writing Boynton/Cook, 1986. Pages: 262. Essays on the historical relationships and the possible future ones, between writing and reading in university education.

Petersen, Bruce, ed. Convergencies: Transactions in Reading and Writing NCTE, 1986. Essays identify exciting "transactional" convergencies across the disciplines of reading, writing, literature, and literacy.

Petrosky, Anthony. "From Story to Essay: Reading and Writing." CCC 33 (Feb. 82). Pages: 19-36. A good introduction to schema theory, suggesting ways that schemata are central to both reading and writing.

Smith, Frank. Writing and the Writer Holt, Rinehart, and Winston, 1982. This leading theorist of reading brings a psycholinguistics perspective to bear on writing processes, acquisition, and pedagogy.

Smith, Frank. Essays into Literacy Heinemann, 1983. Pages: 157. A collection of essays on reading and writing.

14. WRITING AND COMPUTERS

How do computers affect processes (and products) of writing? What potentials do they offer for writing classrooms?

Collins, James and and Elizabeth Sommers, eds. Writing On-Line Boynton/Cook, 1985. Research reports and high school teachers'essays on using computers in teaching writing.

Daiute, Collette. Writing and Computers Addison-Wesley, 1985. A guide to use of computers in various phases of writing processes and for various ages of writers, kindergarten through college.

Halpern, Jeanne and Sarah Liggett. Computers and Composing Southern Illinois UP, 1984. Discusses the computer as a composing tool; won an NCTE award for clear technical writing.

Schwartz, Helen J. "Teaching Writing with Computer Aids." CE 46/3 (March 84). Pages: 239-247. Describes ways that she is integrating various computer programs into different phases of writing process instruction.

15. WRITING AND LEARNING

In what ways might student writing influence and improve student learning?

Applebee, Arthur N. and Judith A. Langer. "Instructional Scaffolding: Reading and Writing as Natural Language Activities." LA 60/2 (Feb. 83). Pages: 168-175. "Instructional Scaffolding" is a promising, and new, way to construe classroom curriculum, not as isolated materials to be "covered" but in terms of purposeful, increasingly complex tasks to be mastered. This article is a fine introduction to that important concept.

Barnes, Douglas. From Communication to Curriculum Boynton/Cook, 1976. Pages: 208. Using transcribed conversations and students' written work, illustrates how classroom communication shapes students' learning processes and the curriculum.

Emig, Janet. "Writing as a Mode of Learning." CCC 28 (May 77). Pages: 122-127. Charts ways that writing processes uniquely correspond to learning processes, as understood by philosophers and psychologists.

Evans, Christine Sobray. "Writing to Learn in Math." LA 61/8 (Dec. 84). Pages: 828-835. Classroom research, in which a fifth-grade teacher determines ways that writing improves her students' math performance and suggests ways the research has changed the class atmosphere.

Ferguson, Anne M. and Jo Fairburn. "Language Experience for Problem Solving in Mathematics." Reading Teacher 38 (Feb. 85). Pages: 504-507. Language experience helps remedial second graders solve word problems.

Fulwiler, Toby, and Art Young, eds. Language Connections: Writing and Reading across the Curriculum NCTE, 1982. Pages: 190. Ann. Bib. Essays develop the rationale (based on James Britton) and kinds of writing used to enhance learning in the Michigan Tech. program.

Giroux, Henry A. "Writing and Critical Thinking in the Social Studies." Curriculum Inquiry 8 (1978). Pages: 291-310. Drawing on Paulo Friere and others, proposes that writing can develop dialectical modes of thinking and develops a model for teaching history through student writing.

Kantor, Ken and Jack Perron. "Thinking and Writing: Creativity in the Modes of Discourse." LA 54 (Oct. 77). Pages: 742-749. How modes of writing develop thinking ability.

Levine, Denise Stavis. "The Biggest Thing I Learned But It Really Doesn't Have to Do with Science." LA 62/1 (Jan. 85). Pages: 43-47. Classroom research with junior high students, suggesting that their writing for each other improved their learning of concepts.

Martin, Nancy and Pat D'Arcy, Bryan Newton, and Robert Parker. Writing and Learning Across the Curriculum, 11-16 Boynton/Cook, 1976. Companion to Britton's work; stresses interaction of speech and writing and the importance of language as a tool for learning in all subject areas.

Newell, George E. "Learning from Writing in Two Content Areas: A Case Study/Protocol Analysis." RTE 18/3 (Oct. 84). Pages: 265-287. Determines that essay writing is more productive of learning, for high school students in social studies and science, than note-taking and answering questions; essay writing required planning that was more global, enabling students to integrate new information with their existing knowledge.

Parker, Robert and Vera Goodkin. The Consequences of Writing: Enhancing Learning in the Disciplines Boynton/Cook, 1987. Pages: 192. Overviews of relationships between language and learning, followed by case studies of vocational and academic subjects in a community college.

16. WRITING ACROSS THE CURRICULUM

Why and how do faculty in disciplines other than English come to incorporate student writing in their courses of instruction?

Beyer, Barry K. and Anita Bostroff. "Writing to Learn in Social Studies." Social Education 43 (March 79). Pages: 176-177. Introduces six articles, all in this issue, developing a rationale for student writing as productive of student learning in social studies, giving criteria for effective writing assignments and addressing problems of instructor time and evaluation strategy.

Ferguson, Anne M. and Jo Fairburn. "Language Experience for Problem Solving in Mathematics." Reading Teacher 38/6 (Feb. 85). Pages: 504-506. How second graders can usefully work with story problems.

Fulwiler, Toby. Teaching With Writing Boynton/Cook, 1987. Pages: 176. Book-length equivalent to a writing workshop for high school and college faculty across disciplines.

Fulwlier, Toby, ed. The Journal Book Boynton/Cook, 1987. Pages: 352. Thirty-nine essays on ways that journals are influencing learning across disciplines and grade levels.

Gebhard, Ann O. "Teaching Writing in Reading and the Content Areas." Journal of Reading 27/3 (Dec. 83). Pages: 207-211. Synopsis on developing effective writing programs in content areas.

Gere, Anne Ruggles, ed. Roots in the Sawdust: Writing to learn across the Disciplines NCTE, 1985. Pages: 238. Ann. Bib. Growing from the Puget Sound site of the National Writing Project, 17 high school and college teachers describe the means and the effects of their incorporating writing in their courses, from art to mathematics and philosophy.

Griffin, C. Williams, ed. Teaching Writing in All Disciplines Jossey-Bass, 1982. Pages: 93. Essays on program development, uses of writing in disciplines such as mathematics, and specific strategies such as "microthemes."

Jacobs, Suzanne E. "Investigative Writing: Practice and Principles." LA 61/4 (April 84). Pages: 356-363. An approach to research that encourages fourth and fifth graders to become active, curious thinkers.

Pearce, Daniel L. "Guidelines for the Use and Evaluation of Writing in Content Classrooms." Journal of Reading 27 (1983). Pages: 212-218. Offers content area teachers evaluation tools that are responsive to writing processes.

Reid, H. Kay and G. McGlathevy. "Science and Creative Writing." Science and Children 14 (1977). Pages: 19-20. Writing is used to extend the amount of time available for science learning in elementary and junior high grades.

Russell, David R. "Writing across the Curriculum and the Communications Movement: Some Lessons from the Past." CCC 38/2 (May 87). Pages: 184-194. Examines the history of two enlightened but long-dead WAC programs from the '50's, at Cornell and Berkeley. Finds that "WAC programs must be woven so tightly into the fabric of the institution as to resist the subtle unravelling effects" of academic politics and institutional inertia.

Thaiss, Christopher. Writing to Learn: Essays and Reflections on Writing Across the Curriculum Kendall/Hunt, 1983. Pages: 160. Essays, most by non-English professors at George Mason University, describing ways they are using writing in their courses.

Thaler, Myrna. "Art and the Written Word." Journal of Basic Writing 2 (1980). Pages: 72-81. This entire issue is devoted to writing in the content areas.

Walvoord, Barbara F. Helping Students Write Well: A Guide for Teachers in All Disciplines MLA, 1986. Pages: 253. A practical, specific guide, which beautifully communicates to faculty ways that they can effectively incorporate writing into their courses without killing themselves with the resulting paperwork.

Wotring, Anne M. and Robert Tierney. Two Studies of Writing in High School Science NWP, 1981. Case study of students' writing to learn chemistry and a report of students' expressive writing in biology.

Young, Art and Toby Fulwiler, eds. Writing across the Disciplines: Research into Practice Boynton/Cook, 1986. Pages: 272.
A companion book to Language Connections, reflecting the effects and potentials of a successful writing across the curriculum program.

17. CURRICULUM AND THE CLASSROOM

What mutual influences are there, between a writing curriculum and the broader culture of a school? What classroom "shapes" might a writing curriculum take, and by what classroom strategies might it be implemented?

Applebee, Arthur. Writing in the Secondary School: English and the Content Areas NCTE, 1981. Pages: 130. Ann. Bib. A research report, based on close observation of several classes plus a national survey of secondary teachers. Reports the kinds of writing students are expected to do now and suggests kinds of writing that could be integrated across the curriculum.

Atwell, Nancie. In the Middle: Writing, Reading, and Learning with Adolescents Boynton/Cook, 1987. Pages: 295. This book is Nancie Atwell's story, of what she has learned in her own classroom and what she does there.

Gaskins, Irene W. "A Writing Program for Poor Readers and Writers and the Rest of the Class, Too." LA 59/8 (Nov./Dec. 82). Pages: 854-861. A way that a classroom can be structured to use students' own writing to help remedial students learn to read.

Graves, Donald. Writing: Teachers and Children at Work Heinemann, 1983. Describes successful "process-conference" programs for elementary students and their teachers, with close attention to how to develop a classroom writing workshop.

Klaus, Carl H. and Nancy Jones, eds. Courses for Change in Writing: A Selection from the NEH/Iowa Institute Boynton/Cook, 1984. Pages: 296. As a group, these essays by college teachers illustrate how a common body of knowledge about writing enables teachers to become responsive to particular institutional needs and to their own intuitions. "Change in any educational system depends on the degree to which each institution becomes a center of professional development for its own staff." (Foreword, James Britton).

Perl, Sondra and Nancy Wilson. Through Teachers' Eyes: Portraits of Writing Teachers at Work Heinemann, 1986. Pages: 272. Classroom-based case studies of individual teachers' work and growth, grades 1 through 12, in a single school district.

Stock, Patricia L., ed. forum: Essays on Theory and Practice in the Teaching of Writing Boynton/Cook, 1983. Pages: 368. In 50 articles, leading scholars and teachers distill their views on composition theory and practice.

18. CLASSROOM MANAGEMENT OF WRITING

How can we create classroom atmospheres and policies that are conducive to writing development? Writing assignments might usefully take what forms and roles? How can our responses and evaluations be responsive to various writing purposes and forms? What strategies of "classroom management" help assure that our working time is effectively spent?

Duke, Charles R., ed. Writing Exercises from Exercise Exchange NCTE, 1984. Pages: 335. More than 75 suggestions for classroom activities.

Dyson, Anne Haas. "Staying Free to Dance with the Children: The Dangers of Sanctifying Activities in the Language Arts Curriculum." EEd 18/3 (Oct. 86). Pages: 135-146. A wise and sobering caution, that if classroom activities -- no matter how "well-founded" -- replace teachers' observations of their students actually learning, then teachers' decision making suffers.

Elbow, Peter. Writing With Power Oxford UP, 1981. A text, suggesting ways that college and high school students can write honestly and creatively on assigned topics that do not relate to personal experience.

Frank, Marjorie. If You're Trying to Teach Writing, You've Gotta Have This Book Incentive, 1979. A reassuring and specific source book for K-6 classroom teachers, giving many ideas for writing activities.

Haley-James, Shirley, ed. Perspectives on Writing in Grades 1-8 NCTE, 1981. Original essays examining the importance of children's writing and focusing ways that teachers may effectively aid writing development.

Hillocks, George, Jr. Research on Written Composition: New Directions for Teaching NCTE, 1986. Pages: 369. A detailed meta-analysis of controlled (i.e. "experimental") research on the effectiveness of various teaching approaches. Finds "environmental" instruction especially effective. Direct grammar instruction does not improve quality or correctness of student writing. Sees the National Writing Project as "a grassroots movement of remarkable proportions and influence" (xvii) which "has demonstrated [its] ability to change the behavior of teachers of composition" (250). Treats implications of his meta-analysis for classroom teachers and for makers of policy.

Irmscher, William. Teaching Expository Writing Holt, Rinehart, and Winston, 1979. Clearly written handbook for college or high school teachers; offers effective strategies as well as practical ways to cope with paper load.

Kirby, Dan and Tom Liner. Inside/Out Boynton/Cook, 1981. Specific instructional strategies, especially for middle school, keyed to writing processes.

Koch, Carl and James Brazil, eds. Strategies for Teaching the Composition Process NCTE, 1978. Practical, student-centered strategies for high school classes, keyed to phases of writing processes.

Kollar, Mary and Rick Monroe. "Our Audience is Real." EJ 73/2 (Feb. 84). Pages: 75-79. Describes what happened when an eighth grade and a twelfth grade class carried out an extended exchange, reading and responding to each others' writing.

Kreeft, Joy. "Dialogue Writing -- Bridge from Talk to Essay Writing." LA 61/2 (Feb. 84). Pages: 141-150. Provides a very useful theoretical overview and illustrates with samples of a dialogue journal between a sixth grade student and teacher.

McVitty, Walter, ed. Getting It Together: Organizing the Reading-Writing Classroom Heinemann, 1986. Pages: 128. Overview and specific strategies for classroom management, especially in elementary grades.

Moffett, James. Active Voice: A Writing Program Across the Curriculum Boynton/Cook, 1981. Especially for high school students, gives assignments and their rationales, illustrating Moffett's developmental theory.

Moffett, James and Betty Jane Wagner. Student-Centered Language Arts and Reading, K-13: A Handbook for Teachers Houghton Mifflin, 1977. Moffett's theory of discourse made concrete, in a wealth of classroom activities for an integrated program of reading, writing, speaking, and listening. Includes a fine chapter on assessing language growth.

Murray, Donald. A Writer Teaches Writing Houghton Mifflin, 1985. Teachers consistently find this book enlightening and useful, as Murray reflects on his own writing practices and offers practical guidelines for developing a workshop and conference approach to teaching writing.

Olson, Mary W. "A Dash of Story Grammar and..Presto! A Book Report." Reading Teacher 37 (Feb. 84). Pages: 458-461. How book reports can capitalize on ways that children already understand stories.

Petrosky, Anthony R. and James R. Brozick. "A Model for Teaching Writing Based Upon Current Knowledge of the Composing Process." EJ 68 (Jan. 79). Pages: 96-101. Gives thoughtful suggestions on how current research can appropriately inform instructional decisions.

Ponsot, Marie and Rosemary Dean. Beat not the Poor Desk: Writing: What to Teach, How to Teach It and Why Boynton/Cook, 1982. Presents a method for teaching writing inductively and incrementally, drawing on students' language resources.

Stanford, Gene and others. How to Handle the Paperload NCTE, 1979. Classroom strategies through which teachers help students gain practice and skills without burdening themselves unnecessarily.

Strickland, James. "What To Do before the Term Paper." CCC 37/2 (May 86). Pages: 233-236. Shows how an initial letter to the editor, with class responses, can lead to documented papers.

Tate, Gary and Edward P. J. Corbett, eds. The Writing Teachers Sourcebook Oxford UP, 1981. A collection of influential articles on writing theory and college-level instructional practices.

Youngblood, Ed. "Reading, Thinking, and Writing Using the Reading Journal." EJ 74/5 (Sept. 85). Pages: 46-48. Reflects his own classroom experience and gives some guidelines.

19. DOING CLASSROOM-BASED RESEARCH

In what ways can our classrooms become learning environments for us, as well as our students? From our intuitions and experience as teachers, how can we develop insights that contribute to the understanding of writing?

Atwell, Nancy. "Classroom-based Writing Research: Teachers Learn from Students." EJ 71/1 (Jan. 82). Pages: 84-87. Gives examples of inquiries conducted by classroom teachers and suggests steps to involve more teachers.

Bissex, Glenda and Richard H. Bullock, eds. Seeing for Ourselves: Case Study Research by Teachers of Writing Heinemann, 1987. Pages: 248. Backgrounds of teacher-research and classroom studies, first grade through adult.

Britton, James. "A Quiet Form of Research." EJ 72/4 (April 83). Pages: 89-92. Helps "demystify" notions of research, sees research as integral to teaching: "It cannot be said too often that effective teaching depends upon the concern of every teacher for the rationale by which he or she works."

Calkins, Lucy. Lessons from a Child: On the Teaching and Learning of Writing Heinemann, 1983. Pages: 184. A teacher's extended case study of one elementary school child, and the classroom implications drawn from it.

Chorney, Merron, ed. Teachers as Learners Boynton/Cook, 1985. Pages: 152. Essays that set contexts and reasons for the importance of classroom-based research.

Cohen, Arthur M. "Assessing College Students' Ability to Write Composition." RTE 7 (Winter 73). Pages: 356-371. Offers ways for teachers to generate useful data while also reliably grading student writing.

Dyson, Anne Haas. "The Role of Oral Language in Early Writing Processes." RTE 17/1 (Feb. 83). Pages: 1-30. As participant-observer in a kindergarten class, Dyson studies students' perceptions of what "writing" entails and relationships between their talking and their writing behaviors.

Goswami, Dixie and Peter Stillman, eds. Reclaiming the Classroom: Teacher Research as an Agency for Change Boynton/Cook, 1987. Pages: 256. Leading articles defining classroom inquiry, giving ways to begin it, and (from Bread Loaf Teacher-Researchers) reporting their studies.

Graves, Donald. A Researcher Learns to Write Heinemann, 1985. A fine collection of Graves' past articles, with heartening reflections on how he came to write them.

Hall, Susan and Chris Hall. "It Takes a Lot of Letters to Spell 'Erz'." LA 61/8 (Dec. 84). Pages: 822-827. Two teachers describe students' development in invented spelling.

Hustler, David and Tony Cassidy and Ted Cuff, eds. Action Research in Classrooms and Schools Allen & Unwin, 1987. Chapters illustrating a wide variety of action research studies, not all of them concerned with writing, by elementary and secondary teachers.

Kamler, Barbara. "One Child, One Teacher, One Classroom: The Story of One Piece of Writing." LA 57 (Sept. 80). Pages: 680-693. Close observation of how one second grader developed one piece of writing.

Kantor, Ken. "Questions, Explorations, and Discoveries." EJ 74/6 (Oct. 85). Pages: 90-92. Illustrates various possibilities for classroom research by briefly mentioning what actual teachers have done.

Mohr, Marian M. and Marion MacLean. Guide for a Group of Teacher-Researchers Northern Virginia Writing Project, n.d.; also NCTE, forthcoming. In ways that others can adapt and replicate, describes in detail the unfolding processes of year-long seminars through which teachers conduct independent research. Rich documentation from teachers' logs. Includes the readings that were introduced, with rationale and pacing of their introduction.

Nixon, Jon. A Teacher's Guide to Action Research: Evaluation, Enquiry, and Development in the Classroom Grant McIntyre, 1981. A Guide that teachers in Britain and America have found useful.

Queenan, Margaret. "Teachers as Researchers?" EJ 76/4 (April 87). Pages: 88-90. Synopsis of what English Journal has published on teacher research since 1974.

Roderick, Jessie A. and Louise M. Berman. "Dialoguing about Dialogue Journals." LA 61/7 (Nov. 84). Pages: 686-692. Describes a dialogue journal between two teachers. Dialogue journals could be a valuable tool to promote classroom research as well as student learning.

Shor, Ira. Critical Teaching and Everyday Life South End Press, 1979. Strategies to help students become observers -- and participants -- within the culture of schooling.

20. MOVING INTO PRINT

How can we prepare our manuscripts for publication and get them to appropriate persons and journals?

Anson, Chris M. "A Computerized List of Journals Publishing Articles in Composition." CCC 37/2 (May 86). Pages: 154-166. Brief descriptions, with mailing addresses, of more than 70 journals that are looking for articles on writing.

Beerkenkotter, Carol. "Decisions and Revisions: The Planning Strategies of a Publishing Writer." CCC 34/2 (May 83). Pages: 156-168. How does Don Murray do it? Read, and learn all.

Catroppa, Barbara. "Writing for Publication: Advice from Classroom Teachers." LA 61/8 (Dec. 84). Pages: 836-841. Teachers who have published comment on why and how they did it. Says one: "For too long we have assumed that the teacher had nothing to say about education while every other citizen could declaim freely on the subject."

Mikkelson, Nina. "Teacher a Partner in the Writing Process." LA 61/7 (Nov. 84). Pages: 704-711. A teacher describes the frustrations and rewards of beginning to be a writer.

Murray, Donald M. "One Writer's Secrets." CCC 37/2 (May 86). Pages: 146-153. Practical advice, to help us all discover what we have to say and to get it into print.

Tchudi, Stephen, ed. Publishing in English Education Boynton/Cook, 1982. Pages: 208. Ann. Bib. Essays of advice to teachers of any level who want to publish professionally. Includes specific information on needs and criteria of professional journals.

Tucker, Robert. "Antidote to Rejection." EJ 74/4 (April 85). Pages: 58-59. Advocates gaining experience and finding personal voice by writing educational articles for local newspapers.

Williams, Joseph. Style: Ten Lessons in Clarity and Grace Scott, Foresman, 1981. Practical and specific guidance, useful to mature writers who want to edit their expository prose so that it is as readable as possible.

Woods, William F. "A Guide to Publishing Opportunities for Teachers of Writing." EJ 69 (Jan. 80). Pages: 97-100. Features annotations that should help teachers decide where to submit their manuscripts.

21. ALTERNATE ASSESSMENTS OF TEACHER EFFECTIVENESS

Mandated assessments of teacher performance, though intended to promote excellence, can enforce mediocrity instead, leading fine teachers to give up promising practices or to leave teaching altogether. How can we help assure that "effective teaching" strategies genuinely do promote effective teaching? What alternate assessments can help document and demonstrate teachers' effectiveness in the classroom?

Brophy, J. "Classroom Organization and Management." Elementary School Journal 83 Pages: 265-286. Describes "development and management of lessons," a mode of evaluating teacher performance that could be responsive to teachers who are effectively teaching writing.

Comber, Barbara. "Celebrating and Analyzing Successful Teaching." LA 64/2 (Feb. 87). Pages: 182-195. Describes classroom episodes of successful teachers and analyzes patterns of interaction that empower teachers and learners.

Flinn, Jane Zeni. "An Accountability Model for School Writing Programs." EEd 16/2 (May 84). Pages: 101-110. Presents a workable accountability system, appropriate to a school writing program based on the National Writing Project model.

Greene, Maxine. "A Philosophic Look at Merit and Mastery in Teaching." Elementary School Journal 86 (1985). Pages: 17-26. Emphasizes the holistic quality of effective teaching and the ways that master teachers tacitly reshape, in light of their knowledge and experience.

Hunter, Madeline. Improving Your Teaching Effectiveness Learning Institute, 1981. The originator's description of her influential approach to effective teaching.

Hunter, Madeline. "What's Wrong with Madeline Hunter?" Educational Leadership 42/5 (Feb. 85). Pages: 57-60. Responds to criticisms and misunderstandings of her Effective Teaching model, which is being adopted in many schools systems. "Any observer who uses a checklist to make sure a teacher is using all seven elements does not understand the system."

Piazza, Carolyn L. and Cynthia Wallat. "Performance-based Teacher Evaluation: Steps toward Identifying Excellence in the Teaching of Writing." EEd 19/1 (Feb. 87). Pages: 44-50. Argues that many generic evaluations of teaching performance overlook or punish classroom strategies that are effective in teaching writing. Shows how observers can use measures derived from "Development and Management of Writing Lessons" (see Brophy, above) and "Presentation of Subject Matter" (see Rosenshine, below) accurately to assess the productive behaviors of writing teachers.

Piazza, Carolyn L. and Cynthia Wallat. "The Nation Responds: Directions for Literacy, Language, and Teacher Performance Research." Theory into Practice 25 (1986). Pages: 141-147. Suggests ways that generic indicators of effective teaching might be made responsive to effective teaching in particular content areas.

Rosenshine, B. "Teaching Functions in Instructional Programs." Elementary School Journal 83 (1983). Pages: 335-352. Describes "presentation of subject matter," a mode of evaluating teacher performance that could be responsive to teachers who are effectively teaching writing.

Weiner, Harvey S. "Collaborative Learning in the Classroom: A Guide to Evaluation." CE 48/1 (Jan. 86). Pages: 52-61. Develops guidelines for the assessment of teachers using collaborative strategies, including quality of the task statement, behavior of students and teacher during collaboration, teacher's role in group management, quality of reports made by groups, teacher's performance as synthesizer, relation of the collaborative activity to course goals.

22. EFFECTING INSTITUTIONAL CHANGE

What factors and strategies need to be considered, in making instructional change effective beyond an isolated classroom, across a school or a district?

Barton, Thomas L. and Stanley J. Zehm. "Beyond the Bay Area: A Description of the Washington State University Writing Project." EEd 15/1 (Feb. 83). Pages: 36-44. Describes ways that a Writing Project has made a lasting impact, by involving administrators and by supporting teachers' development over time as researchers and then as consultants.

Crandall, D. and S. Loucks. A Roadmap for School Improvement: Executive Summary of the Study of Dissemination Efforts Supporting School Improvement (Vol. 10) Network, 1982. Identifies responsive, forceful administrative leadership and sustained support from the dissemination program itself, such as a Writing Project site, as crucial factors to implementing school improvements which last over time.

Daniels, Harvey and Steven Zemelman. A Writing Project: Training Teachers of Composition from Kindergarten to College Heinemann, 1985. Pages: 246. A handbook which describes in detail the in-service approaches developed in the Illinois Writing Project.

Friere, Paulo. The Politics of Education Bergin & Garvey, 1985. Asks how an education of dialogue and thought can become institutionalized in schools.

Glatthorn, Allan H. Writing in the Schools: Improvement through Effective Leadership National Association of Secondary School Principals, 1981. Pages: 85. Detailed, informed advice for school administrators who want their writing programs to improve.

Glatthorn, Allan A. "Maintaining Momentum: Ensuring the Concern for Writing Is Not One More Educational Fad." EJ 72/4 (April 83). Pages: 45-49. Discusses reasons for the failure of educational change but says: "The National Writing Project is having an effect because it is teacher-centered. Teachers all across the country are teaching writing in a way that gives the composing process a chance to work. In many school districts supervisors and principals are providing leadership on a continuing basis." Presents an agenda for action.

Goodlad, John I. A Place Called School: Prospects for the Future McGraw-Hill, 1984. A major study of the cultures of schools, and of the possibilities of change within them.

Handbook for Planning an Effective Writing Program California State Department of Education, 1982. Readable, beautifully thought-out rationales for instruction in writing processes and for school in-service.

Herriott, Robert E. and Neal Gross. The Dynamics of Educational Change McCutchan, 1979. Reviews decades of research on educational innovations and identifies eight reasons that many innovations fail.

Howey, K. and R. Bents and D. Corrigan, eds. School-Focused In-service Association of Teacher Educators, 1981. Essays on integrating in-service activities into the on-going life of the school.

Huberman, M. and Matthew Miles. Innovation Up Close Plenum Press, 1984. Identifies conditions that influence the success of an innovative program: a problem-solving orientation, a cooperative and cohesive school climate, a combination of administrative pressure and support.

Incentives for Excellence: What School Board Members Can Do to Encourage Excellence NCTE, 1984. Pages: 6. Ways that school board members can work to improve language arts instruction.

Joyce, B. and B. Showers. "Improving In-service Training: The Messages of Research." Educational Leadership 37/5 (1980). Pages: 379-385. From a survey of 200 research studies, find that effective in-service includes theory, demonstration, practice, feedback, and coaching.

Lehr, Fran. "ERIC/RCS Report: Promoting Schoolwide Writing." EEd 14/1 (Feb. 82). Pages: 47-52. From ERIC documents, distills factors essential to schoolwide change.

NCTE Commission on Composition. "Teaching Composition: A Position Statement." LA 61/6 (Oct. 84). Pages: 652-653. This statement is intended to "guide teachers, parents, and administrators in understanding the power of writing and in teaching it effectively." Also published in College English, 46/6 (Oct. 84), 612-614.

Zemelman, Steve and Harvey Daniels. "Authorship and Authority: Helping Writing Teachers Grow." EEd 18/7 (Dec. 86). Pages: 219-230. Sensitive to the authoritarianism implicit in much school culture (and much in-service), describes principles that enable writing in-service to become genuinely nonauthoritarian and collaborative.

23. SCHOOL POLICY AND COMMUNITY SUPPORT

If they are to last and to spread, effective writing programs demand parental and community understanding, involvement and support. How can these be cultivated?

Brunetti, Gerald J. "The Bullock Report: Some Implications for American Teachers and Parents." EJ 67 (Nov. 78). Pages: 58-64. The Bullock Report is the foundation on which language policy in Great Britain is based.

Fadiman, Clifton and James Howard. Empty Pages: A Search for Writing Competence in School and Society Fearon Pitman, 1979. An analysis from nonprofessionals, better informed than most such analyses, of the presumed decline in writing abilities and what to do about it.

Fagan, Edward R. "Community-based Resources for Teaching Composition." EJ 65 (Nov. 76). Pages: 61-64. Suggests ways that various organizations within a community can offer internships and other support for writing instruction.

Gere, Ann Ruggles and Eugene Smith. Attitudes, Language, and Change NCTE, 1979. Discusses various attitudes toward linguistic usage and, informed by research on promoting change, offers strategies for changing language attitudes within the profession and the community.

Graves, Donald and Virginia Stuart. Write from the Start: Tapping Your Child's Natural Writing Ability E. P. Dutton, 1985. Pages: 237. Ann. Bib. "This book shows what happens when teachers and parents realize that every child can write" (xv).

How to Help your Child Become a Better Writer: Suggestions for Parents NCTE, n.d. This flyer is available at minimal cost.

Judy [also "Tchudi"], Stephen. The ABC's of Literacy Oxford UP, 1980. Pages: 361. Intended for concerned members of the public as well as teachers, offers arguments to combat many popular misconceptions concerning literacy as well as strategies for literacy's development.

Kinneavy, James and Joseph Trimmer, Richard Lanham, Elaine Maimon, Joseph Williams. "Why State Councils Should Fund Writing Projects." Federation Review 8/4 (1985). Pages: 35-41. Provides theoretical rationales for professional development programs.

Moffett, James. "Hidden Impediments to Improving English Teaching." Phi Delta Kappan (Sept. 85). Pages: 51-56. Despite current attempts at educational reform including the National Writing Project, "the best curricular movement I know of," there is not much change in actual classrooms. Moffett traces the reasons for this blockage to deeply held assumptions in the culture of schooling, and he makes the case for enlisting the public community in the needed reforms of schooling.

NCTE Commission on the English Curriculum. "Essentials of English." EJ 72/2 (Feb. 83). Pages: 51-53. Helps identify the goals of instruction in English.

Smith, Frank. "Myths of Writing." LA 58 (Oct. 81). Pages: 792-798. Correctives for teachers' (and the public's) misconceptions about writing.

24. IMPACT OF WRITING PROJECTS

What have been the extent, the nature, and the reasons for the effectiveness of Writing Project Teacher-Consultants and Writing Project in-service? These studies should be useful to administrators considering contracting for some Writing Project program of instructional change in their schools and districts.

Freedman, Sarah W. The National Writing Project Survey of Excellence in Teaching Writing In ERIC. Also NCTE, forthcoming. Reports a nationwide survey of excellent Writing Project teachers. Finds that for them, for example, fostering independent thinking is the most important reason for teaching writing.

Mason, M. "A Vacation that Sustained Me Three Years." EJ 70(1981). Pages: 43-44. A teacher reflects on Writing Project experience.

The National Writing Project Evaluation Portfolio NWP, 1983. Collection of research studies on the effects of Writing Project programs.

Olsen, Miles D. and P. DiStefano. "Describing and Testing the Effectiveness of a Contemporary Model for In-service Education in Teaching Composition." EEd 12 (1980). Pages: 69-76. Demonstrates the improved performance of Colorado junior high students working under Writing Project-trained teachers.

Pritchard, Ruie Jane. "Effects on Student Writing of Teacher Training in the National Writing Project Model." Written Communication 4/1 (Jan. 87). Pages: 51-67. Summarizes other research on the effectiveness of Writing Project in-service and illustrates the positive impact over three years on the writing performance of students of Writing Project-trained teachers. Based on samples from more than 2000 students.

Scriven, Michael. Executive Summary: Evaluation of the Bay Area Writing Project Carnegie Corp., 1980. Scriven summarizes a multi-year, multi-dimensional evaluation of the Bay Area and National Writing Projects: "[The Writing Project] appears to be the best large-scale effort to improve composition instruction now in operation in the country and certainly the best on which substantial data are available."

Shook, J. "The Gateway Writing Project: An Evaluation of Teachers Teaching Teachers to Write." RTE 15 (1981). Pages: 282-284. Comparison of writing performance of middle school students, some working with Writing Project teachers and some not.

25. UNDERSTANDINGS OF WRITING PROJECTS

What IS "the Writing Project model" of professional development? What reputation does it have in the professional (and popular) press?

Check, Joseph W. and Denise Burden and Peter Golden. "Reading, Writing, Teaching: Classroom Teachers Discuss Literature on the Teaching of Writing." Harvard Educational Review 55/4 (Nov. 85). Pages: 464-477. Members of the Boston Writing Project describe the roles that professional reading plays for them. Includes short reviews of some books these teachers have found especially rewarding.

Dunham, Francis and Martha Mills. "The National Writing Project: Design, Development, and Evaluation." Journal of Thought 16/2 (Summer 81). Pages: 25-38. Description and assessment of NWP work.

Flinn, Jane Zeni. "Curriculum Change through Staff Development." Educational Leadership (Oct. 82). Pages: 51-52. Describes ways that Writing Project in-service contributes to curricular development.

Fuller, Mary and Max Morenberg. "The Ohio Writing Project - Early English Composition Assessment Program." School-College Collaborative Programs in English, Ed. Ron Fortune. MLA, 1986. Pages: 46-51. Describes how the Ohio Writing Project has matured, by creating alliances with other programs in the state and by making a coherent body of professional knowledge available to its members.

Goldberg, Mark F. "An Update on the National Writing Project." Phi Delta Kappan (1984). Pages: 356-357. Drawn from the author's visits to a number of NWP sites.

Graves, Richard L. "In Search of Excellence in Professional Growth Programs: The Writing Project Model." Journal of Teacher Education 35/1 (1985). Pages: 15-20. Shows how Writing Project work leads to teachers' personal involvement and professional growth.

Gray, James. "University of California, Berkeley: The Bay Area Writing Project and the National Writing Project." School-College Collaborative Programs in English Ed. Ron Fortune. MLA, 1986. Pages: 35-45. Assumptions, model, and development of the Writing Project network, which James Gray founded and directs.

Gray, James and Keith Caldwell. "The Bay Area Writing Project." Journal of Staff Development 1/1 (May 80). Pages: 31-39. Description of assumptions and programmatic activities based on them.

Healy, Mary K. "The Writing Revolution: A Conversation with Mary K. Healy of the Bay Area Writing Project." International Quarterly (1984). Pages: 11-19. Points to the kinds of revitalization that teachers and students are finding through writing.

Holbrook, Hilary T. "ERIC/RCS Report: Writing Teachers Learning about Writing." LA 61/6 (Oct. 84). Pages: 647-651. Identifies and briefly summarizes a number of articles and ERICdocuments on Writing Projects.

Kaercher, Dan. "New Approaches to Teaching Youngsters How to Write." Better Homes and Gardens Nov. 81). Pages: 21-25. Highlights the National Writing Project and the work of Donald Graves.

Parker, Robert P. "Writing Courses for Teachers: Outcomes and Contexts." LA 61/7 (Nov. 84). Pages: 693-703. Against the background of Writing Project institutes, sees prime value in "an explicit, organic relationship among the theoretical bases of the course, its form, and the experiences of the participants in writing and learning."

Roberts, Francis. "A Revolution in Writing." Parents (Oct. 83). Pages: 52-53. Views Writing Project effects, from a perspective of the popular press.

Rodrigues, Raymond. "Moving Away from Writing-process Worship." EJ 74/5 (Sept. 85). Pages: 24-27. Cautions against slavish adoption of any one approach to writing.

Vivian, Michael J. "Epiphany: The First Step toward Change." EJ 75/3 (March 86). Pages: 51-53. Responds to Rodrigues.

Wagner, Betty Jane. "A Valid Way to Assess the Effects of a Writing Project." English in the Eighties Ed. Robert D. Eagleson. Australian Association of Teachers of English, 1982. Develops guidelines for assessing the effectiveness of a Writing Project.

26. COMPOSING A TEACHING LIFE

In essays that reflect and mark their growth as teachers, these writers can serve us as mentors.

Berthoff, Ann E. The Making of Meaning Boynton/Cook, 1981. Pages: 208. Talks to school- and college-level teachers, in which this philosophically astute theorist urges us to see language as the human's "speculative instruments," indispensable means of making meaning.

Britton, James. Prospect and Retrospect Boynton/Cook, 1982. Pages: 224. Essays written over thirty years.

Elbow, Peter. Embracing Contraries: Explorations in Learning and Teaching Oxford UP, 1986. Pages: 314. "What really happens when we learn or teach: what goes on inside the mind? What's the process? There is mystery here." In essays of twenty years, Elbow explores that mystery, "trying to work out," as he says, "a definition of good learning and teaching that doesn't exclude me."

Emig, Janet. The Web of Meaning: Essays on Writing, Learning, and Thinking Boynton/Cook, 1983. Pages: 192. Essays from twenty years, tracing Emig's ever deepening understanding of what writing and learning are and how they can be nurtured.

Graves, Donald. A Researcher Learns to Write Heinemann, 1984. Especially valuable for those who would like to follow Graves' example in doing classroom-based research.

Macrorie, Ken. Twenty Teachers Oxford UP and Boynton/Cook, 1984. Pages: 378. Profiles on twenty teachers, elementary through graduate school, whose students have been notably successful. Macrorie draws together their strikingly similar beliefs and qualities.

Martin, Nancy. Mostly About Writing Boynton/Cook, 1983. Pages: 176. Like James Britton, with whom she has collaborated throughout her career, Nancy Martin charts essential relationships between student language and student learning.

Murray, Donald M. Learning by Teaching Boynton/Cook, 1982. Pages: 192. Murray always looks at writing and teaching from the perspective of a working writer and teacher.

Raphael, Ray, ed. The Teacher's Voice: A Sense of Who We Are Heinemann, 1985. Pages: 137. Self portraits of fifteen dedicated teachers.

27. OTHER BIBLIOGRAPHIES AND COLLECTIONS

These are some of the major bibliographical resources in writing.

Beach, Richard and Lillian Birdwell, eds. New Directions in Composition Research Guilford, 1984. Pages: 418. A collection of articles that illustrate experimental, case study, and ethnographic research methods being used to study composing processes and contexts of writing.

Bizzell, Patricia and Bruce Herzberg, eds. The Bedford Bibliography for Teachers of Writing Bedford, 1987. Pages: 40. An annotated bibliography of more than 250 sources, treating topics of interest to the college-level teacher. Available free from Bedford Books of St. Martin's Press, 29 Commonwealth Ave., Boston, MA 02166.

ERIC (Educational Resources Information Center) ERIC is a marvelous resource that most of us do not adequately use. Indexed abstracts of the materials it contains, both published and (otherwise) unpublished, are contained in the monthly Resources in Education (RIE). Thus RIE is a valuable guide to what others are thinking and saying, and materials abstracted there can be ordered. That it does contain "unpublished" materials (without precluding their later publication elsewhere), makes it ideal for submission of our own working papers. Also unlike professional journals, ERIC has no strict constraints on maximum length. Thus it is possible for a classroom researcher to publish a short article in a professional journal, referencing readers to ERIC for the full study.

Lindemann, Erika. Longman Bibliography of Composition and Rhetoric, 1984-85. Longman, 1987. Pages: 318. Almost 4000 annotated entries, covering all relevant items published (including those in ERIC) during the period treated. Sections include "Theory," "Teacher Education," "Curriculum" (by grade levels), "Textbooks," and "Testing."

McClelland, Ben W. and Timothy R. Donovan, eds. Perspectives on Research and Scholarship in Composition MLA, 1985. Pages: 266. Essays define particular areas of interest, assess existing scholarship, and point toward emerging questions.

Moran, Michael G. and Ron Lunsford, eds. Research in Composition and Rhetoric Greenwood, 1984. Pages: 506. Ground-breaking bibliographical essays which synthesize current research in composition and chart its relationships to such fields as psychology, philosophy, rhetorical and literary studies.

North, Stephen. The Making of Knowledge in Composition: Portrait of an Emerging Field Boynton/Cook, 1987. Pages: 403. Virtually a series of bibliographic essays, in which North reflects on the ways that various research traditions are contributing to the field.